

TEACHERS
MANUALS

No. 8.

HOW TO KEEP
ORDER

BY

JAMES L. HUGHES,

Author of "MISTAKES IN TEACHING," "SE-
CURING AND RETAINING ATTENTION."

(72-b)

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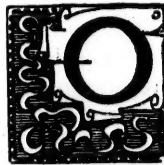
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HOW TO KEEP ORDER.



ORDER is the condition resulting from an exact performance of duty in the right way and at the right time. **Definition.**

Good order requires conscious recognition of law, and a co-operative submission to constituted authority. **Requirements of order.**

Good order places no restraint on those who are well disposed. Law is perfect liberty to those who do right. **Order not restrictive.**

Good order does not mean merely freedom from disorder. Stillness alone does not constitute order. Order is positive, not negative. It is the conscious working out of definite aims in productive activity. We should try to secure the order of life, not of death; the order of joyous effort, not of listless dullness. True order is not the inertness of the dead calm, but possesses **Order includes activity.**

the purity and the progressiveness of the power-bearing breeze. Order is work systematized.

Order at school is by many understood to mean order in the school-room only. This is

Extent of order. a great mistake. It must include a prompt and definite performance of duty, not only in the

school-room, but also in the yard, the assembly room and the halls, and on the stairways and the street. The teacher who aims to have order in the school-room alone, rarely succeeds in having it even there.

Order includes a great deal more than the condition of the pupils and their relationship to their

What order includes. work. An orderly school is one in which there is a special place for everything, and in which every-

thing—maps, apparatus, movable furniture, etc., —is kept in place. In such a school, the books of the pupils are arranged in proper order in their desks, and there are no scraps of paper, or other rubbish, on the floor.

The most sacred duty of the teacher is to maintain good order on a correct basis, and by proper agencies. The maxim,

The supreme importance of good order. "Order is a *means*, and not an *end*," is true; but it is not correct as it is generally understood. It

is usually taken to mean: "Order is a means of enabling the teacher to communicate knowledge

more thoroughly." Even in this restricted sense the maxim is true, but the implication that the persistent maintenance of good order is nothing more than a means of facilitating the work of teaching, is utterly misleading.

If the teacher had no other reason for insisting on order but the fact that disorderly pupils can not learn, and that they prevent others from learning, this would be amply sufficient. We must have order or we cannot teach; but this is the least important reason for keeping order.

Order essential to progress.

Definite order gives a most valuable character-training. The prompt and proper performance of duty that constitutes good order is the surest way to develop the habit of firm adherence to right. This is the best way of strengthening the will, and has a great deal to do with the cultivation of positivity of character.

Order trains character.

We should maintain good order, because of the awful consequences in the destruction of character that follow conscious neglect of duty or violation of law. There are two consequences resulting from the violation of a rule or a law; the direct and the indirect. The direct consequence is the wrong condition that the law was intended to prevent; the indirect consequence is the effect produced on the character.

Awful consequences of violating law.

ter of the pupil. Unfortunately, in most homes and schools, the direct results are the only consequences taken into consideration in making or administering laws. It is quite true that both at home and at school many rules are laid down regarding the formation of character—"you must not swear," "you must not tell a lie," etc. But even in regard to these rules, the parent or teacher thinks only of the direct consequences,—the prevention of swearing, lying, etc. He prohibits swearing because it is wrong, offensive to respectable people, and injurious to the morals of those who swear and those who hear swearing. The teacher prohibits talking during study, in order to prevent waste of time and distraction from lessons on the part of the talker and those who hear him. So, throughout his law-code, rules are made and executed for the purpose of securing direct results only; and in explaining to his pupils the necessity for a certain rule, if he condescends to do this at all, he points out merely the advantages to be secured and the evils to be avoided directly as the result of carrying out the rule. This leads to a great evil: one which has done more than any other single cause to weaken the moral force of mankind. It is clear that, if direct results only are to be considered, we must classify our rules in regard to their importance. Some rules apply merely to personal comfort, some include results that

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AWFUL CONSEQUENCES OF VIOLATING LAW. 253

influence the intellectual nature, while others affect the moral nature and define our duties. So far as the direct consequences only are taken into account, therefore, we must have important rules, more important rules, and less important rules. This will naturally lead children to believe that they may break some rules with impunity, because they are only trifling. The effects of such an attitude towards law can only be terrible. The conscious violation of any rule means a conscious deviation from right and truth. No rule can be trifling or unimportant in the light of its indirect or incidental effects on the conscience and will.

The line of duty is definite and straight. Conscience makes this line clear. Law is an external agency working in harmony with conscience for the same purpose; to make duty plain and definite.

Our evil tendencies and our weaknesses, whatever may be their nature, tend to lead us away from the line of duty. Our will is given to us to counteract our evil tendencies and our weaknesses, and make us adhere to the line of duty definitely.

In connection with every conscious act, we receive aid from conscience, or law, or both, in deciding the right course to adopt.

In every conscious act, will and our evil tendencies have a struggle for the mastery. Every victory for will strengthens will and reduces the

relative power of evil in us. Every victory for evil strengthens evil and reduces the relative power of will.

Conscience shines most clearly close to the line of duty, and its light grows dimmer as we get away from this line. The centre of gravity for law is also on the line of duty. When we get off this true line, law's moral power to make us adhere to the right grows less and less the farther we go from it.

It follows, therefore, that every time a duty is definitely performed will is strengthened, the light of conscience is made clearer, and our respect for law is increased; while, on the other hand, every time we consciously or carelessly do wrong, will is weakened, evil is strengthened, the light of conscience grows more feeble, and our respect for law is diminished.

Teachers should try to realize the terribly destructive influence on character exerted by frequently repeated violations of rules, even in regard to matters that are in themselves, or in their direct results, comparatively trifling. Our actions indicate what we are, because our actions are the expression of the present condition of our mental and moral natures. Actions repeated confirm habits of similar actions. Our acts mould our characters because they decide whether conscience and will increase or decrease in clearness and power. Ten years in a school

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where rules may be violated, where the conse-
quences of breaking a rule are estimated by
their effects on the discipline of the school in-
stead of their influence in destroying character,
will endanger a boy's prospects in time and
eternity. Disrespect for rules in the pupil leads
to disregard for law in the citizen, and disregard
for the laws of men leads to indifference to the
laws of God. When teachers realize this truth,
no honest teacher will continue in the profession
without keeping order.

If a rule cannot be enforced through weak-
ness of any kind on the part of the teacher,
(and the primary cause of all **Enforcing**
such failure is weakness in the **rules.**
teacher), it is much better that no such rule
should be made. Making a rule does not im-
prove discipline. The rule must be enforced,
to produce the desired result. So far as dis-
cipline is concerned, the school will be no better
with a rule that is not executed than it would
be without the rule. The discipline will be as
bad in the one case as in the other; but in the
first case the pupils will be committing sin, and
in the second they will not. Weak, indifferent
teachers are guilty, because they give a definite
training calculated to destroy character. Charac-
ter is the best gift of God to a child. The
school should be the best place in the world,
except a good home, to discipline and culti-
vate character-power, the conscience and will;

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but the disorderly school, in which the teacher has not power to inspire or compel respectful co-operative submission to authority, dissipates, instead of developing the essentials of true character.

The teacher who fails to keep good order fails in his highest duty. The grandest aim of all edu-

The child's attitude towards authority. cational, ennobling, and Christianizing agencies is to bring the whole human race into conscious, intelligent, willing, reverent, and co-operative obedience to the Divine Law-giver. The accomplishment of this organic unity, the true relationship between man and his Creator, will inaugurate the reign of perfect peace, progress, and happiness. Co-operative submission of the human will to the Divine will completes the work of Christ, and makes it possible for man to attain his highest growth and destiny.

Each child is related in some way to several centres of authority, and has duties that he owes to each of them. He is a member of a family, a school, a municipality, a nation, and finally of the universal brotherhood of man. The organic unity of the whole will be incomplete so long as one individual fails to give perfect obedience to God as the source of power and authority. Perfect submission to God, or to the ruler of the nation, or the municipality, or the school, depends on proper respect for the

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DUTY AND RESPONSIBILITY OF TEACHERS. 257

authority of the heads of the subordinate or in-
cluded organizations. The surest way,—the only
sure way,—of training an individual to obey God
consciously, intelligently, willingly, reverently,
and co-operatively is, to train him to give
similar obedience in the home, the school, the
municipality, and the nation.

Whether rightly or wrongly, the school has to
be the agency for giving the most definite train-
ing in fixing the attitude of hu-
manity to law. Hence the awful
responsibility of teachers. With
this responsibility, as with every
other duty, there comes the opportunity of pro-
moting our own growth and happiness. The
more difficult a duty and the heavier the re-
sponsibility, the grander is our privilege. There
is no other way in which we can more surely be
"co-workers with God," than by giving to
every child a conscious, intelligent respect for
properly-constituted authority.

**Duty and re-
sponsibility of
teachers.**

Many mistakes in regard to order would be
avoided if teachers clearly distinguished between
securing order, and maintaining
order. These are very different
operations, and they should be
carried out in very different ways.
It is not possible for a teacher,
on taking charge of a new class, to get control
of it by the practice of the highest agencies

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**The difference
between secur-
ing and main-
taining order.**

that should be used to maintain true discipline in a class with whose members he is well-acquainted. Those who know him should respect him, and be in sympathy with him. They should respond freely in executing his wishes, and should trustingly follow his guidance. If he depend on any such sympathetic co-operation on the part of strange pupils he will certainly be disappointed, and will fail in securing order. If, on the other hand, he try to continue to maintain order by the exercise of the same external control necessarily used in a strange class, he can never gain the sympathy of his pupils, and they can never be disciplined in such a way as to develop their power of self-control; which is the chief end of discipline. Even on the first day, the teacher should be captain. The first hour usually settles to a large extent the nature of the new teacher's control over the class. It is the teacher's right to exercise control. He represents law and authority, and has full power to execute his reasonable instructions. It is not only his right, but his duty, to practise discipline definitely, because by doing so he is giving his most important training to his pupils.

Classification of the agencies The agencies for securing and for securing and maintaining order may be classified as follows: Coercive, Executive, and Incentive agencies.

Coercive agencies are those which are used to

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are those which are used to

compel the will of the child to surrender to the
 will of the teacher. Among these **Coercive**
 must be included all punish- **agencies.**
 ments: whipping, keeping in, suspension, im-
 positions of extra work, standing on the floor,
 sending to another room, etc. The autocratic
 exercise of the will-power of the teacher as a
 controlling force is also an external agency.

Bad-conduct marks should not be considered
 as a direct disciplinary agency. They should be
 regarded as records of fact in regard to conduct.

The teacher's will-power is the best means of
 exercising coercive restraint; but it must be re-
 membered that coercive agencies, at best, con-
 stitute the least effective of the disciplinary
 agencies. They secure a negative instead of a
 positive submission, and therefore the will-ac-
 tion of the child so produced lacks spontaneity
 and propelling power. Such will-action pro-
 duces comparatively little effect in accomplish-
 ing the immediate result desired by the teacher,
 or in strengthening the child's own executive
 power. Submission may be given willingly or
 unwillingly. We should secure willing obedi-
 ence.

Executive agencies are of inestimable value,
 both in securing and maintaining order. The
 will of the child develops at first **Executive**
 by co-operative submission to a **agencies.**
 superior will. In every conscious act the child's

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body moves in response to his own mind, whether his mind acts independently or is guided by another mind. Doing conscious acts promptly and definitely in obedience to the teacher's command is the surest way to develop the power of perfectly responsive co-operation with the teacher. By oft-repeated acts of accurate obedience, even in matters which are in themselves trifling, obedience becomes a habit. The will of the pupil responds automatically to the will of the teacher. The habit of ready and exact obedience is the corner-stone of the temple of order. This habit gains strength by practice, as other habits do. It is perfectly impossible for disorder to continue to exist in a school in which the pupils have appropriate work to do, and in which they are thoroughly trained in standing up, sitting down, marching, lining in the yard and in classes, walking to and from classes, taking slates, books, etc., and returning them to their places, holding books while reading, placing copy-books or slates for writing, holding pens, raising hands in answering questions, etc.; and in which they are made to perform these and all similar operations with absolute precision. An experienced observer can judge accurately in regard to the order kept in a strange class by seeing the pupils stand up and sit down.

Drill and calisthenic exercises, in addition to

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their many other advantages, are invaluable as executive agencies in securing automatic co-operation on the part of pupils.

Strictly accurate adherence to well-defined and clearly explained plans for arranging home lessons in exercise books, and for writing lists of words, making corrections, etc., in school, is a most important executive agency in promoting good discipline, and in developing the moral natures of the pupils.

All executive agencies, in addition to their direct influence on order, have a most important reflex action in the formation of character. We cannot perform an act definitely without first having a definite action of the mind. Energetic will-action produces correspondingly vigorous muscular effort; indefinite action of the will produces corresponding feebleness of bodily movement. The nature of our habitual external manifestations, walking, gestures, etc., indicates the character of our executive development. It is clear, therefore, that by insisting on energetic and definite action in drill, calisthenics, and all school movements, we are taking the most certain possible course for making our pupils energetic and definite in character, because we are making energetic and definite will-action habitual.

Our actions are not merely the expressions of our thought and feeling; they aid in making our

feeling and thought more definite. Our ideas of truth, for instance, are made clear only by doing things in strict accordance with right. "Do, and you will see."

Another class of executive work that should not be overlooked, is intellectual work in which pupils are practising what they already know instead of trying to gain more knowledge. Arithmetical work, for instance, may be subdivided into thought-processes and work-processes. When any process is so thoroughly understood that the thought-process is performed automatically, the attention may be directed exclusively to the work-process alone. Time-tests and all such exercises that call the intellectual executive powers, and not the acquiring and accumulating powers, into activity are of great service in securing order in a new class. It is much easier to keep the pupils pleasantly occupied in performing work they fully understand, than in studying new work. Busy pupils are orderly; and pupils love to use knowledge of any kind, much better than to gain it.

The ultimate aim of all disciplinary agencies is to make each individual self-controlling in

Incentive directing his own activities to **agencies.** true and noble purposes. The process of discipline has its beginning in external restraint and guidance; it should end

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in independent power. As long as discipline
has to be exercised by power outside the in-
dividual he can not be in a condition to do
his best work. He acts under restraint. His
force is negative, not positive. He is to a greater
or less degree out of harmony with law. A child
must be in one of three conditions in regard to
law: resistance, passive submission, or active co-
operation. It is only when the disciplinary
agencies work from within outwards, that his
powers become progressive, and productive to
their fullest extent. Hence the supreme neces-
sity for incentive agencies, to lead the pupil to
direct his activities to the accomplishment of
right purposes by his own motives. When he
becomes a man, his progress and usefulness will
depend on the motives that move him to action,
and their influence over him. Some men fail
through lack of motives, but millions fail be-
cause they do not execute the good motives they
have. The training of a child should define his
motives, and give him the habit of carrying out
these motives in activity. All other training and
teaching must be comparatively ineffectual, if
this be omitted. The pupils have to act inde-
pendently after they leave school and the teacher
should make them self-controlling and self-im-
pelling while they are at school. At first, the
teacher has to suggest motives for the class; but
gradually, and at the very earliest possible time,

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the pupils themselves should originate as well as execute motives. By this, I do not mean that they should be allowed to act independently of the authority of the teacher. They will have to act in submission to law forever; but there is unlimited scope for independent action within the necessary limitations of law, to those whose motives are in harmony with right and justice.

The teacher will have to be exceedingly careful in suggesting motives, to have them appropriate to the moral development

Danger in regard to motives.

of the pupils. Too much moral goodness must not be expected from little children. Motives

must be adapted to various degrees of moral growth, as lessons are graded to suit the stages of mental development. The surest possible way to destroy sincerity and develop hypocrisy and formalism is to try to make little children assume to be fully developed Christians.

The teacher should make a careful study of the incentives that are most appropriate to the different stages of moral development. As an aid in such a study the following analysis is given.

This emotion is one of the very earliest to develop. It should be used as little as possible.

Fear.

Its tendency is to paralyze, if carried to excess. It prevents spontaneity of character. It is especially depressing.

TO KEEP ORDER.

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LOVE OF PRAISE.

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when it becomes a dread of some evil of an in-
definite character. Its chief function is to restrain
rather than propel. Yet it may be the only avail-
able means of inducing action in some cases, and
the habit of action thus induced will gradually
atone for the disadvantages of the motive, and
qualify the pupil for work on a higher basis.
This motive is suited only to undeveloped moral
natures. The teacher should carefully avoid
exhibiting any personal feeling, as a means of
causing his pupils to be afraid of him.

The pupil should value the praise of his teacher.
The more he loves and respects his teacher, the
more he will esteem his teacher's
approval, and the more earnestly **Love of
praise.**
will he work to secure it. Pupils
should feel that praise is given only as the re-
ward for meritorious actions. So far as possible,
it should be given for unselfish and generous
deeds. Intellectual or manual work well done
should receive unfailing recognition in some
way, and in primary classes it may often be
specially commended by the teacher; but praise
should, so far as possible, be reserved for acts in-
volving moral principles. It should be given
for honest effort, and not for natural skill or
genius.

Praise given privately is much better than
praise given publicly. It is then most pro-
ductive and least dangerous. When given in
public it leads to vanity, and weakens instead of

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strengthening the character. The aim of our praising should be to aid the child in fixing a standard for his actions. The teacher's approval should increase his estimate of his self-approval of his own actions; and this should lead him to value most highly the approval of God. If praise makes a pupil vain, or too dependent on the estimate of his fellow-men its influence is evil. In awarding public praise, the teacher must be absolutely just, or lose the sympathy of his pupils. Apparent partiality causes jealousy, destroys respect for the teacher's opinion, and thereby weakens the proper appreciation of the good opinion of others.

Ambition is generally regarded as a dangerous motive. Our aims may be selfish or unselfish.

Ambition. Selfish aims may relate to the gratification of our weakness, or to the development of some good quality, or the accomplishment of some desirable object. All aims relating to self are not necessarily selfish in a bad sense. Any ambition relating to the weaker self is an injurious motive; but ambition, connected with the better side of our selfish nature, and ambitions of an unselfish character, may be cultivated safely, and may lead to vigorous independent effort. Every pupil should be ambitious; but his teacher should train him to be ambitious to excel in accomplishing noble aims.

The success of our neighbors should stimulate

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character. The aim of our aid the child in fixing aims. The teacher's approval estimate of his self-approval and this should lead him to approval of God. If praise too dependent on the estimate its influence is evil. In praise, the teacher must be lose the sympathy of his partiality causes jealousy, the teacher's opinion, and proper appreciation of the

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ms. neighbors should stimulate

us to greater efforts. We should not be absolutely independent of our fellowmen. **Emulation.**

We should be strong enough to decide and execute our decisions alone, if necessary, in questions of principle; but as long as the bond of human sympathy exists, a proper spirit of emulation must continue to be an incentive to earnest and persistent labor for success. Envy and jealousy are not the products of emulation. They are the opposites of emulation. They result from a failure to develop the true spirit of emulation. Generous emulation is productive and stimulating; envy and jealousy are negative and weakening. "All evil springs from unused powers for good," and it is the teacher's fault if envy paralyzes where emulation was intended to lead to united effort.

This is one of the most intense of our motives, and leads to more determined and more vigorous efforts than any other inducement to action, available in school. Its **Competition.** intensity makes it improper to use it as a motive to prolonged effort. Its best result is produced in rousing the flagging energies. It is the most perfect means of concentrating attention on executive work. The teacher must carefully guard against allowing it to degenerate into petty rivalry, or to weaken the social feelings of the pupils. All the organic bonds of humanity should be strengthened, not weakened, by education.

There is a good as well as a bad pride. It is a pity if a boy does not feel proud of his class and

proud of his school. Pride is not a dangerous motive, if we include others in our feeling, unless we allow pride to become self-satisfaction; in which case, we at once cease to strive for better things. A feeling of pride in class or school develops a sense of greater individual responsibility on the part of pupils. There is no department of school-work in which this motive may not be used to advantage with most pupils, but it is most effective in securing strict attention to details in the execution of all handwork in exercise-books, copy-books, drawing-books, etc., and in promoting the formation of habits of punctuality, regularity, neatness, and the orderly arrangement of books, slates, etc., in the desks.

The evil of pride is its exclusiveness; the separation of the individual from the unity of the race. The teacher must carefully guard against this, by making it include the unity of the class or the school. It may thus become a virtue instead of a vice.

When a proper feeling of sympathy has been established between the teacher and the pupils

The desire to please. it becomes a strong motive to work. Pupils will do a great deal to win and retain the esteem of a teacher they love. They will, under proper conditions

TO KEEP ORDER.

as well as a bad pride. It is a not feel proud of his class and of his school. Pride is not a dangerous motive, if we include it, unless we allow pride to be dominant; in which case, we at once get better things. A feeling of pride develops a sense of greater individuality on the part of pupils. The sentiment of school-work in which it is not be used to advantage with it is most effective in securing details in the execution of all class-books, copy-books, drawing in promoting the formation of regularity, neatness, and the treatment of books, slates, etc., in its exclusiveness; the separation of the individual from the unity of the class must carefully guard against the inclusion of the unity of the class may thus become a virtue in the feeling of sympathy has been in the teacher and the pupils, becomes a strong motive to work. Pupils will do a great deal to obtain the esteem of a teacher will, under proper conditions,

THE DELIGHT OF CO-OPERATION. 269

work hard to please their fellow-pupils. Appealing to this motive will tend to overcome the terrible power of selfishness, the real source of all sin. The joy of pleasing our associates and our teacher in early life, may easily be developed into happiness in working for society and for God in later years.

The instinctive tendency to play together should be transformed at school into a conscious purpose to work together for the accomplishment of a common purpose. As the instinct is a powerful one, it may become a strong motive to work. Co-operation does not necessarily entail a loss of independent individuality. It is only when our individuality is developed to its fullest extent that perfect co-operation becomes possible.

The delight of co-operation.

The best teacher is he who has the head of a man with the heart of a child. The power to feel as a child is the only way to truly feel with children. The teacher who has lost the sympathy of a child cannot sympathize with children in their games; the teacher who has lost the natural glowing desire for fresh knowledge can never be in sympathy with his pupils in the prosecution of their studies. In either case, he is shorn of a large part of his power. Love between teacher and pupils, joyous participation in the same delights, enthusiastic

Sympathy.

co-operation in study; these are the elements that unite most closely in heart and purpose the teacher and his pupils: and this sympathetic union is one of the strongest motives to work. A class will respond much more willingly to the teacher who says: "Let us be fellow-students," than to him who says: "Learn your lessons."

The best work of sympathy is not intellectual quickening, however, but the development of the moral nature. In this department of school work, the highest field for the teacher's labor, he cannot fairly expect to be anything but a failure, without a genuine sympathy between him and his pupils, and also between the pupils themselves.

Sympathy should so far as possible be inclusive of the whole class. This applies to the sympathy of the pupils as well as to that of the teacher. Excessive sympathy with a few is mere selfishness. Sympathy with all with whom we are associated should be consciously developed as a duty, not as a gratification of a generous impulse. The mere gratification even of a generous impulse is weakening to character.

This is a powerful motive. Men like to win. They have to win in the battle of life, or fail.

Enjoyment of Most of the best effort of the Victory. playground springs from this motive. The wise teacher will make good use of the same incentive in the school-room. The

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DELIGHT IN OVERCOMING DIFFICULTIES. 271

teacher has an opportunity of developing two very important virtues in connection with the feeling of desire for victory; to bear defeat bravely, and to make every defeat lead to greater effort for victory in the future. Enjoyment of victory will be a delusive motive, unless the pupils are trained to believe that patient and persistent effort made, in accordance with God's laws, must ultimately secure victory.

The child should overcome the difficulties in his studies by independent effort. It is as if he "learns to climb." The **Delight in overcoming difficulties** is the great skill of the teacher in intellectual training is to present suitably-graded difficulties to his pupils. They grow stronger intellectually by grappling with new difficulties. They will be discouraged if the difficulties are too great; they will cease to be interested if they are too easy. They will never lose interest in overcoming, independently, difficulties appropriate to their condition of development.

Curiosity is a universal instinct. It is a natural instinct. The appetite for knowledge of some kind is as definite in the intellectual nature, as the appetite for food is in the physical. Teachers do not need to arouse curiosity; if they supply appropriate material to satisfy curiosity, it will act vigorously

(25)

always. With good teaching, it is always a delight to learn.

There is a prevailing opinion that the highest qualification for teaching is the ability to question well. However brilliant a teacher may be, his is a poor school, if he has to do most of the questioning. Every one knows that the curiosity of childhood is unbounded. If developed as it should be, it will increase in power, as any other faculty will. It ought to be strengthened. It was clearly intended to be one of the mightiest agencies in stimulating the mind to activity. Curiosity in the child should become love of truth in the man. The teacher is responsible for perfecting this development. One of the clearest proofs of weakness in an educational system is the fact that children lose their tendency to ask questions, and that men lose their power to recognize new problems in connection with their physical, mental, or spiritual natures. It is a pity that so true an instinct as the desire to know, should be allowed to degenerate into idle curiosity.

Pupils are fond of the new. They delight to investigate strange things. They enjoy surprises.

Love of change. Variety in plan and method always pays. There is no lesson that cannot be varied. The variations can be made without sacrificing principle. The variation does need to be great in extent. A

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slight change in any particular will be suffi-
cient to relieve monotony, and satisfy the de-
mand for the new. The gratification of this
demand necessarily arouses increased interest,
and attention, and secures energetic application
to the subject in hand.

There is no generous nature that will not
rouse to more definite effort, if it feels that it has
the confidence of its superiors.

"I rely on you to do that," if said **The conscious-
ness of being
trusted.**
to a boy personally, so that it is a
direct message to himself, rarely
fails as a motive. Trust in a child should not
prevent a thorough test of its work.

Children should be participators in school
work, not mere listeners or spectators. They
are happiest when active. Their **Love of Ac-
tivity.**
own self-activity is the basis of
their growth, physically, mentally, and morally;
and, until they are injured by bad teaching,
they are happiest when they are actively em-
ployed. It is the teacher's duty to see that the
pupil's activities are engaged at proper work.
The love of activity is so strong, that children
will indulge in it and become destructive, if
they are not supplied with opportunities for
becoming constructive.

The love of activity may easily be developed
into love of work. Work is ef- **Love of work.**
fort applied for a productive
purpose. When a pupil has been trained to love

work, he needs little further inducement to duty.

The teacher should embrace every opportunity of convincing his pupils that their powers, **Knowledge of** physical, mental, and moral, in **the fact that** crease in proportion to the proper **work increases** use made of them. He will have **power.** little difficulty in convincing them

that this is true so far as their physical powers are concerned, and by analogy will be able to show that the same is true of all their powers. Having done so, he has only to show them the sacredness of their power, and the benefits resulting from a proper use of it, to lead senior pupils to make the desire to increase it a strong motive to earnest work. The influence of this motive will be increased, if the teacher explains clearly that inactivity produces weakness; that failure to use a power causes loss of the power.

It is an event in the life of a child to find out something for himself. Like the gratification of

The joy of discovery. any good tendency, or the execution of any good intention, it brings an unspeakable joy with it. It is a revelation of vast importance to a human being, to learn that he possesses independent power. It is easier afterwards to convince him that he has something of the divine in him, and to show him the unlimited possibilities for true growth, when

her inducement to

brace every opportunity that their powers, mental, and moral, in proportion to the proper use of them. He will have success in convincing them of their physical powers, and they will be able to use all their powers. He will show them the benefits resulting from it, to lead senior pupils to increase it a strong influence of this the teacher explains produces weakness; that causes loss of the

of a child to find out like the gratification of dependency, or the execution of good intention, it is with it. It is a revelation to a human being, to depend on power. It convinces him that he has power, and to show him for true growth, when

the divine in him is truly related to the Divine Source of all power and wisdom. The opportunity for making discoveries, in any department of study, is a mighty motive to productive work. Teachers may supply these opportunities by leading their pupils among difficulties suited to their advancement.

The delight of discovery should be developed by the teacher into a consciousness of independent power, and this should grow **Consciousness of Power.** When a boy believes that he has independent and special power, his teacher should have little trouble in inducing him to use it.

A belief that he has been gifted with some special power, should lead a boy to a clear consciousness of responsibility for a **Responsibility for Power.** proper use of every opportunity for increasing power, and using it for the advancement of the best interests of humanity. This is the highest and most productive motive the teacher can ever develop in a pupil. The true ideal of life is co-working with God. This ideal will be used as a motive by all teachers, as soon as they truly realize that human beings are grander powers than knowledge. A properly trained boy must believe that he has power that may be increased; that he received his power from God; that he is responsible to God for increasing and using his power; that using his

power is the way to increase it; that the proper performance of duty not only adds to his power of doing new duties, but gives clearer insight regarding the duties yet to be performed; and that he, as an individual, should use his ever increasing power for the improvement of the great organic unity, of which he forms a part and of which God is the centre.

General remarks All the motives named above on motives. are positive in their character and effects, except Fear.

Fear, Love of Praise, Ambition, Emulation, Competition, Pride, and the Desire to Please, have disadvantages as well as advantages. All the others are decidedly beneficial in their influence on character.

The same motives will not equally influence all pupils. Motives should therefore be varied. The motives first named should be used as little as possible. They may be exceedingly useful, however, in starting pupils to work earnestly; and earnest work is the surest means of lifting a human being, of any age, to a higher moral sphere.

When fixing motives for the guidance of pupils through life, the teacher is doing his grandest work. In selecting motives he should be guided by the following considerations:

1. Do they develop spontaneity of character?
2. Do they make pupils self-reliant, without

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God?

3. Do they make men selfish, or do they widen
their sympathies and increase their love for hu-
manity and God.

The final test of a permanent motive is:—Does
it lead to independence of character, sufficient
to develop our individuality as perfectly as God
intended it to be developed, without destroying
our sympathy for our fellow-men, or weakening
our faith in God?

The best motives are not merely ineffectual,
they are injurious, if they are aroused without
producing their intended result in action.

Rules may be made in two ways; by the
teacher alone, without conferring with the pu-
pils; or by the teacher and pu-
pils, after consultation. It is **Rules for dis-**
easier to execute "our" rules, **cipline.**
than "my" rules. The teacher should be a con-
stitutional ruler, not a tyrant. With an earnest,
competent teacher pupils never try to make im-
proper rules. All the people should take an in-
telligent part in moulding the laws of a na-
tion. Society is on a wrong basis if men think
they do their duty by merely submitting to
law. There is no more development in the
truest freedom than in tyranny unless men
exercise the rights of citizenship. Assisting
intelligently in making rules or laws is the surest

way to develop respect for law, and the fullest positive submission to law. We should submit to constituted authority consciously, on principle; not from habit, or negatively from fear of the consequences. The best training in political economy is the practical training of a well-governed school, in which the pupils practise the duties of good citizenship. The teacher who cannot trust his pupils to aid in making rules is clearly unfitted for his work. Such a teacher can do little to train the characters of his pupils, and therefore must fail in his most important duty.

The making of rules is, however, of comparatively little importance, compared with their execution. Whichever plan may be adopted for making the rules, they will be certain to weaken the character of every pupil attending the school, if they are not executed justly and definitely. In executing the rules of a school the teacher should often be merciful; but, so far as the pupils are concerned, he must be supreme. When questions of authority are involved, he must be as uncompromising as the Deacon who said to his neighbor with whom he had a dispute: "I have prayed earnestly over this matter, and I have come to the conclusion that you must give in; for I cannot."

In advanced classes, it is most beneficial both to the discipline of the school and in training

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the pupils for the duties of citizenship, to have
some adaptation of the system of trial by jury
practised in deciding the guilt of offenders who
violate the rules of the school. The teacher, in
such a case, would represent the judge. A com-
mittee of pupils may sometimes award punish-
ment for offences, the teacher being a court of
appeal, to which application may be made to
have the decision of the committee set aside or
modified.

A new teacher seized a long rod by both ends,
and lifting it high over his head, **Rules should**
said fiercely, as his first words to **be few.**
his class: "Do you see that rod?"

Would you like to FEEL it? If you would,
just break any one of the forty-nine rules I am
going to read to you!" He then struck the
desk a vigorous blow, and proceeded to read his
forty-nine rules. He was an extreme specimen
of a typical case. He could not remember his
own rules. After a few days, the pupils did not
try to remember them. It was well they did not
remember them. They would have violated
them any way, and conscious violation of law
saps the foundations of character. Rules should
be as few as possible, and they should be made
incidentally, as occasions may demand them.
When they are too numerous, the teacher is
certain to overlook the violation of some of them.
This will make pupils careless about rules, and

will develop indifference to law. Few pupils do wrong because they do not know the right.

It is unwise to fix a definite and unvarying penalty for the same offence, on all occasions and under all circumstances. So far as possible,

Penalties. intentional wrong-doing, or evil that results from carelessness, should be followed by certain punishment of a positive or negative kind. Nothing weakens a child's character, and his respect for law, quicker than the feeling that wrong may be done with impunity. The attaching of fixed penalties for all offences, helps to remove the danger of partiality on the part of the teacher, but it prevents the exercise of his judgment in the administration of justice.

There are two classes of disorderly pupils; rebels and non-rebels. Teachers need have very

Disorderly pupils. little trouble from rebels, because there are very few of them, and because they should speedily be made to submit, or else be suspended from school till they are ready to render willing obedience. When a boy definitely defies his teacher by refusing to do what he is told, or by deliberately doing what has been clearly prohibited, he forfeits his right to attend school; and if reasoning or punishment of a reasonable kind does not make him submit properly, he should be sent from the school until the in-

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Nothing weakens a spect for law, quicker may be done with fixed penalties for the danger of par- cher, but it prevents t in the administra-

t disorderly pupils; chers need have very from rebels, because ry few of them, and y should speedily be be suspended from y to render willing; definitely defies his that he is told, or by as been clearly pro- ht to attend school; ment of a reasonable submit properly, he school until the in-

fluence of his parents, or some other means, has made him thoroughly submissive. He should then be re-admitted only after a public apology for his insubordination, and a satisfactory promise of submission in future. One such course of discipline, given calmly by the teacher, will usually subdue a rebel. Rebels should cause but little trouble.

Those who are not rebels may be divided into the careful and definite, and the careless and irregular. The great difficulty of discipline comes from the careless and irregular; and the chief duty of the teacher, so far as discipline is concerned, is to give them habits of order and definiteness.

1. Those whose standard of order is low, and who do not recognize the true value of order in the development of character. Men cannot rise above their own standards, and they cannot lift others above the standards they fix for themselves.

Disorderly Teachers.

2. Those who think it "easiest to keep poor order." They are usually dishonest weaklings who cannot keep order, and who wish to conceal their weakness. When they say that "they believe their duty is to teach, and not to keep nagging their pupils to keep them in order," they make a serious blunder. All intelligent men who hear them say so, add contempt for their

dishonesty to the feeling of pity for their inability to keep good order.

3. Those who allow the pupils to think that submission is a compliment to the teacher. Order is not maintained for the teacher's benefit, yet thousands of teachers speak and act as if they keep order for their own advantage. Their piteous pleas for order are, "I cannot stand your noise;" "I must have order;" "Stop talking or you will drive me distracted;" "You cannot think much of your teacher, or you would not behave so;" etc., etc. Order should not, cannot, be made to rest on such a basis. Order should be maintained that pupils may learn better, and that their characters may be developed in the surest possible way, by acting the right. Teachers should never fail to make this clear to their pupils.

4. Those who think children like disorder. Children enjoy being controlled, much better than having their own way. It is natural to prefer order to anarchy. Children respect the teacher most who secures the best order by proper means. The order cannot be too definite to please them, provided they understand its aim and effects. They will yield complete obedience to a teacher with sympathy, definiteness, and strength of character, even before they can understand the reasons for doing so. Among our schoolmasters, we have most respect for

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those who controlled us properly. We enjoy living in a country where law is supreme. A young lady in a western school astounded her pupils and the people of the district, by whipping three young men who attended school during the winter season. The wisest of the three culprits married the teacher in less than a year. Pupils like just control.

5. Those who know the value of order, and know that they do not keep good order, but who do not make any conscious effort to increase their power to control, or to improve their methods of discipline. There are thousands of teachers who realize their weakness without using the means available to them for development. They have never read a book on discipline or order, with the deliberate intention of gaining power; they have never noted in a book the difficulties they encounter in managing their classes, and honestly tried to find plans for overcoming them by consulting other teachers, or by reflection. God has not promised that such teachers shall grow. They are certain to grow weaker and more benighted unless they consciously try to gain strength and light. No one ever clearly realized a difficulty, and earnestly tried to overcome it, without getting help, if he were properly related to the source of wisdom and power.

6. Those who say "Disciplinary power is a natural gift," and on this account justify their

lack of effort. Every natural power may be developed. No two human beings have the same power developed to the same extent, naturally. Those who have least power need most development. Their own effort is the essential element in their growth physically, mentally, or spiritually. The teacher who urges lack of power as a reason for lack of effort, is unjust to his employers and himself.

7. Those who try to stop disorder by ringing a bell, striking the desk, stamping the floor, etc. A single ring of a bell, or a gentle tap on the desk, may be a time-signal for commencing or closing work, for changing the exercises, or for keeping time in very young classes, to fix the conception of rhythmic movement; but no general signals or commands should be given for order. The teacher who gives them by bell or tongue is a novice in government, whatever may be his age. He causes much more inattention and disorder than he cures. Such signals for order must be harmful, as children soon cease to pay attention to them.

8. Those who are themselves noisy and demonstrative. Blustering does not produce calmness. It is a blunder to attempt to drown disorder by making more noise than the pupils are making. A bedlam is the result.

9. Those who speak in a high key. A high-pitched voice is exhaustive to the teacher and

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irritating to pupils. It produces restlessness. Teachers who are quiet in manner, and who have low, definite voices, have little trouble in keeping good order, if they have correct ideas of the value of order.

10. Those who roll their eyes, but do not see. Seeing is an act of the mind. Teachers, more than any other class, should cultivate the power to pay distributed attention, and see every pupil at the same time. Every pupil, in a properly constructed school-room, makes a picture in the teacher's eye at the same time. He should train his mind to look at the group of pictures and not at individuals in it, unless individuals need special attention. We may look at a picture of a group of people without recognizing any individual, although we may be acquainted with every member of the group. So, when a teacher gives distributed attention, he sees his entire class, and notes instantly any wrong when it begins. Concentrated attention should then be paid to the pupil causing disorder.

11. Those who hurry. Haste rarely produces speed, and always leads to disorder. Even in fire-drills, hurrying only expedites the exit of a few of those who reach the doors first, and it necessarily leads to disorder, and endangers the lives of the pupils. Pupils receive a more specific training in disorder, by being allowed to hurry, than in any other way. In passing copy-

books, etc.; in taking slates, books, etc.; in standing up and sitting down; in the execution of all class movements in and out of school; step one should be performed by all before step two is done by any. Between the various steps in a compound movement, and between the two absolutely essential parts of a command in a movement consisting of only one part, there should be a definite pause. Making this definite pause so many times every day gives the best training in self-control received in school. Indefiniteness in executing a command leads to imperfect obedience.

12. Those whose standard of order varies. The teacher's standard of order should be fixed clearly, not as a mere feeling, but as a well-defined principle. He should decide what kind of order he should keep in the interests of the pupils intellectually and morally; and having arrived at a conclusion, he should secure and maintain the kind of order he deems right. The influence of a teacher whose standard of order changes from rigid to lax, and from lax to rigid according to his varying moods, is baneful in its effects on order, and on the characters of his pupils.

13. Those who do not see any use in being "so particular about trifles." Nothing that influences character should be regarded as trifling

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DISORDERLY TEACHERS.

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or unimportant. Truth demands exactness in the most minute detail.

" In the elder days of Art,
Builders wrought with greatest care
Each minute and unseen part;
For the Gods see everywhere.

Let us do our work as well,
Both the unseen and the seen;
Make the house where Gods may dwell,
Beautiful, entire, and clean."

The slightest deviation from right weakens character. The growth of evil, as well as good, is by small steps at first. No man will continue long to be honest in great things, if he is not honest in small things. Every conscious act we perform has an influence in making us what we are. The way we do the little duties fixes our habit of performing duty. The duty may be of small consequence in itself, but the habit never can be unimportant. There is little chance for humanity to make definite progress upwards so long as its teachers can regard the manner of cleaning a slate, or of writing an exercise, as a trifling matter.

14. Those who have order only while they are in the room. Such teachers maintain order exclusively by coercive means, and therefore fail to secure the grandest possible effect of discipline, the development of self-control in the pupils.

15. Those who allow talking during study. Children in the Kindergarten should be allowed to talk while they are engaged with the "occupations," with limitations as to tone, time, and courtesy. Pupils in primary classes may be allowed to converse under the same limitations, while occupied with manual work, from which the attention will not be distracted by quiet conversation; but pupils are not allowed to talk in any well conducted class, while they are studying or engaged at intellectual work. Whatever reason may be given for allowing pupils to communicate with each other in school, the true reason is either lack of thought or lack of power on the part of the teacher.

16. Those who believe in lecturing their classes. Formal lecturing on morals or duty does little good to any pupil, and it injures a great many by giving them a dislike for what is good, and by arousing feeling which is not made a stimulation to action. Talking does not make even an arithmetical process clear. We do not comprehend the principles on which any rule is based, until we have practised it. "Oh," said a young woman, when she first saw an island, "I learned what an island is, long ago; but I never knew it before." In some schools, children know but little that they learn. It is also true in regard to the moral questions underlying duty, that we can never understand

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them till we practise them with a conscious purpose. No gift is more likely to be used overmuch, than the gift of preaching to pupils.

17. Those who have not clearly defined motives to communicate to their classes. Pupils can develop individuality and strengthen character only in one way; by self-activity. The full meaning of self-activity includes the suggestion as well as the execution of the duty performed. A man should have the power of self-direction, and his motives should, as far as possible, be principles, not feelings. He can learn these principles only by acting them; and therefore, the teacher, as the individual whose specific duty it is to train the child, should clearly comprehend the motives specially adapted to the various stages of the child's development.

18. Those who have not sufficiently developed characters to be able to inspire their pupils with their own motives. Superintendents of schools, when they call attention to some defect or wrong habit in a class, frequently receive the reply: "Well, I am sure it is not my fault; I have often told them how to behave." No stronger condemnation of a teacher can be given than this, so frequently uttered by teachers regarding themselves. An experienced superintendent knows at once that the class of such a teacher must inevitably be low in regard to discipline, management, lessons, and charac-

ter-development. A man who finds that he cannot inspire his pupils to willing, earnest co-operation with him, should cease to be a teacher. No honest man would continue in so responsible a position, knowing that he is deficient in the most important qualification for his work.

19. Those who have not sufficient will-power to insist on obedience, even against the will of their pupils. "Do you always do what mamma tells you?" said a visiting minister to a little girl. "Yes, I guess I do, and so does papa," was the reply. Teachers should be able to compel, if they cannot inspire. Obedience is absolutely essential. It is a terrible thing for a class to receive instructions which they do not carry out.

20. Those who teach "where the children are bad." It is an easy thing for a teacher to soothe her conscience with the conclusion that the disorder of her class results from the depravity of her pupils. Some teachers are foolish enough to attribute the dullness of their pupils to their pupils alone. Charles Lamb told the truth about such teachers, when he said: "If you hear a teacher talking a great deal about the stupidity of his pupils, you may be sure the greatest dunce in the school is on the platform." Pupils are not all alike. Some are smarter, some are better than others. None are so dull, however, as a class, that they cannot learn; or so de-

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DISORDERLY TEACHERS.

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praved, as not to be amenable to discipline of the proper kind. The teacher who has a poor class in the east, would have an inferior class in the west. Here are two classes. One of them is orderly, definite, clean, tidy, energetic, studious, and progressive; the other is disorderly, irregular, dirty, untidy, inattentive, and dull. The floor in the room of the latter is littered with scraps, their desks are half filled with apple cores, balls of paper, and other rubbish, and the tops of the desks are scratched, and blotted. Exchange teachers, and in a month the classes will be revolutionized. The teacher is responsible for the condition of the class. "I will undertake to name the teachers of the various classes in some of our schools, if I am blindfolded, by the way the pupils walk down stairs at recess.

21. Those who get angry when executing the law. The teacher has no need to get angry. He represents the majesty of the law. Anger destroys dignity, and many pupils lose their respect for law itself because their teachers administer law in an undignified manner. Anger, or any exhibition of feeling against a pupil, makes him feel that he is punished because the teacher dislikes him, not because he has done any wrong. This trains him to rebel against punishments of all kinds, and he learns to dislike law, law-makers, and those who execute law. We sometimes wonder why the sympathy of the

public is so often negatively, if not positively, on the side of him who breaks the law. We cease to wonder, when we think of the way law is administered in many homes and schools. No boy can have a proper respect for law, if his father or his teacher is passionate, tyrannical, or irregular in executing judgment. Deliberation and calmness add double weight to punishment. The angry teacher is disorderly himself, and he necessarily unsettles his class by his irritability.

22. Those who scold. Scolding distracts attention, and therefore causes disorder. Sometimes an unfortunate individual receives the scolding; in which case, he is humiliated and hardened by the public censure, and the whole class is compelled to give up their work to listen to the scolding. Sometimes the whole class receives the scolding; in which case, the attention of the class is distracted, and no individual assumes his share of the blame. It is a very unusual thing for a pupil to appropriate to himself his fair share of a promiscuous condemnation. Scolding soon loses its direct influence; but its indirect influence, in weakening the sympathetic bond that should exist between teachers and scholars, continues to increase.

23. Those who threaten. Like scolding, threatening soon becomes a habit, and soon loses its influence as a restraining power. "It

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threatens to rain," said one boy to another.
"Then it won't rain, I suspect," was the reply.
"Mother keeps threatening to whip me, but she
never does so." A teacher would need a phe-
nomenal memory to remember all his threatened
penalties. Every broken threat develops dis-
respect for law. Threatening is but the dark
shadow of a coercive agency for maintaining
order. Its effects, at best, are, therefore, re-
latively unimportant; but poor as they are, they
soon lose their influence.

24. Those who are impatient. Patience is a
great preserver of order. Impatience makes
the teacher himself disorderly, and prevents his
maintaining that deliberation and equipoise of
mind and spirit essential to make him a model
for the unconscious and certain imitation of his
class. Losing control of one's self is the surest
way to lose control over others.

25. Those who are harsh. Love and sym-
pathy, as the basis for co-operative work, form the
true foundation for productive, developing order
in school. Harsh teachers, who are wise and
able in other respects, may keep a kind of order
while they are in the room with their pupils.
Such order, maintained as it is by coercion,
ceases when the coercive agency is removed.
The test of order is best applied while the
teacher is absent. If a teacher finds his class
disorderly on his sudden return after an absence

of a few minutes, he should never be angry with the class. He himself is to blame, and he should assume the responsibility like a man, and increase his power of control, or give his place to a better man.

"O'er wayward children wouldst thou hold firm rule?
And sun thee in the light of happy faces?
Love, Hope, and Patience; these must be thy graces,
And in thine own heart let them first keep school."
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BOOKS FOR TEACHERS.

Love's Industrial Education.

Industrial Education; a guide to Manual Training. By SAMUEL G. LOVE, principal of the Jamestown, (N. Y.) public schools. Cloth, 12mo, 330 pp. with 40 full-page plates containing nearly 400 figures. Price, \$1.75; to teachers, \$1.40; by mail, 12 cents extra.

1. *Industrial Education not understood.* Probably the only man who has wrought out the problem in a practical way is

INDUSTRIAL
EDUCATION



LOVE

Samuel G. Love, the superintendent of the Jamestown (N. Y.) schools. Mr. Love has now about 2,400 children in the primary, advanced, and high schools under his charge; he is assisted by fifty teachers, so that an admirable opportunity was offered. In 1874 (about fourteen years ago) Mr. Love began his experiment; gradually he introduced one occupation, and then another, until at last nearly all the pupils are following some form of educating work.

2. *Why it is demanded.* The reasons for introducing it are clearly stated by Mr. Love. It was done because the education of the books left the pupils unfitted to meet the practical problems the world asks them to solve. The world does not have a field ready for the student in book-lore. The statements of Mr. Love should be carefully read.

3. *It is an educational book.* Any one can give some formal work to girls and boys. What has been needed has been some one who could find out what is suited to the little child who is in the "First Reader," to the one who is in the "Second Reader," and so on. It must be remembered the effort is not to make carpenters, and type-setters, and dress-makers of boys and girls, but to educate them by these occupations better than without them.

4. *It tells the teacher just what to do.* Every teacher should put some form of Manual Training into his school. At present the only ones are Gymnastics, Writing, and Drawing. But there are, it is estimated, more than thirty forms of Industrial Work that may be made *educative*. The teacher who studies this book will want to try some of these forms. He will find light on the subject.

5. *It must be noted that a demand now exists for men and women to give Industrial Training.* Those teachers who are wise will begin now to study this important subject. The city of New York has decided to introduce it into its schools, where 140,000 pupils are gathered. It is a mighty undertaking, but it will succeed. The people see the need of a different education than that given by the books. Book education is faulty, partial, incomplete. But where are the men and women to come from who can give instruction? Those who read this book and set to work to introduce its methods into their schools will be fitting themselves for higher positions.

The Lutheran Observer says:—"This volume on Manual Teaching ought to be speedily introduced into all the public schools. It is admirably adapted for its purpose and we recommend it to teachers everywhere."

The Nashville American says:—"This is a practical volume. It embodies the results of many years of trial in a search after those occupations that will educate in the true sense of the word. It is not a work dealing in theories or abstractions, but in methods and details, such as will help the teacher or parent selecting occupations for children."

West Virginia School Journal.—"It shows what can be done by a resolute and spirited teacher."

Burlington Free Press.—"An excellent hand book."
Frin. Sherman Williams, Glens Falls, N. Y.—"I am sure it will greatly aid the solution of this difficult problem."

Prof. Edward Brooks, Late Principal Millersburg, (Pa.) Normal School.—"It is a much needed work; is the best book I have seen."

Supt. S. T. Dutton, New Haven.—"The book is proof that some practical results have been reached and is full of promise for the future."

Supt. John E. Bodley, Minneapolis.—"I know of no one more competent to tell other superintendents and teachers how to introduce Manual Training than Prof. Love."

Oil City Blissard.—"The system he has marked out must be a good one, or he would never have allowed it to go out."

Buffalo Times.—"Teachers are looking into this subject and this will help them."

Watson Advertiser.—"A plain unvarnished explanation."
Jamestown, N. Y. Evening Journal.—"In the hands of an intelligent teacher cannot fail to yield satisfactory results."

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Currie's Early Education.

"The Principles and Practice of Early and Infant School Education." By JAMES CURRIE, A. M., Prin. Church of Scotland Training College, Edinburgh. Author of "Common School Education," etc. With an introduction by Clarence E. Meleney, A. M., Supt. Schools, Paterson, N. J. Bound in blue cloth, gold, 16mo, 290 pp. Price, \$1.25; to teachers, \$1.00; by mail, 8 cents extra.

WHY THIS BOOK IS VALUABLE.

1. Pestalozzi gave New England its educational supremacy. The Pestalozzian wave struck this country more than forty years ago, and produced a mighty shock. It set New England to thinking. Horace Mann became eloquent to help on the change, and went up and down Massachusetts, urging in earnest tones the change proposed by the Swiss educator. What gave New England its educational supremacy was its reception of Pestalozzi's doctrines. Page, Philbrick, Barnard were all his disciples.

2. It is the work of one of the best expounders of Pestalozzi.

Forty years ago there was an upheaval in education. Pestalozzi's words were acting like yeast upon educators; thousands had been to visit his schools at Yverdon, and on their return to their own lands had reported the wonderful scenes they had witnessed. Rev. James Currie comprehended the movement, and sought to introduce it. Grasping the ideas of this great teacher, he spread them in Scotland; but that country was not elastic and receptive. Still, Mr. Currie's presentation of them wrought a great change, and he is to be reckoned as the most powerful exponent of the new ideas in Scotland. Hence this book, which contains them, must be considered as a treasure by the educator.

3. This volume is really a Manual of Principles of Teaching.

It exhibits enough of the principles to make the teacher intelligent in her practice. Most manuals give details, but no foundation principles. The first part lays a psychological basis—the only one there is for the teacher; and this is done in a simple and concise way. He declares emphatically that teaching cannot be learned empirically. That is, that one cannot watch a teacher and see *how* he does it, and then, imitating, claim to be a teacher. The principles must be learned.

4. It is a Manual of Practice in Teaching.

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It discusses the subjects of Number, Object Lessons, Color, Form, Geography, Singing, and Reading in a most intelligent manner. There is a world of valuable suggestions here for the teacher.

5. It points out the characteristics of Lesson-Giving—or Good Teaching.

The language of the teacher, the tone of voice, the questioning needed, the sympathy with the class, the cheerfulness needed, the patience, the self-possession, the animation, the decorum, the discipline, are all discussed. This latter term is defined, and it needs to be, for most teachers use it to cover all reasons for doing—it is for "discipline" they do everything.

6. It discusses the motives to be used in teaching.

Any one who can throw light here will be listened to; Mr. Currie has done this admirably. He puts (1) Activity, (2) Love, (3) Social Relation, as the three main motives. Rewards and Punishments, Bribery, etc., are here well treated. The author was evidently a man "ahead of his times;" everywhere we see the spirit of a humane man; he is a lover of children, a student of childhood, a deep thinker on subjects that seem very easy to the pretentious pedagogue.

7. The book has an admirable introduction.

By Supt. Meleney, of Paterson, N. J., a disciple of the New Education, and one of the most promising of the new style of educators that are coming to the front in these days. Taking it all together, it is a volume that well deserves wonderful popularity.

Adopted by the Chautauqua Teachers' Reading Union.

Philadelphia Teacher.—"It is a volume that every primary teacher should study."

Boston Common School Education.—"It will prove a great boon to thousands of earnest teachers."

Virginia Educational Journal.—"Mr. Currie has long been esteemed by educators."

Central School Journal.—"Books like this cannot but hasten the day for a better valuation of childhood."

North Carolina School Teacher.—"An interesting and timely book."

FOR READING CIRCLES.

"Payne's Lectures" is pre-eminently THE book for Reading Circles. It has already been adopted by the New York, Ohio, Philadelphia, New Jersey, Illinois, Colorado, and Chautauqua Circles, besides many in counties and cities. Remember that our edition is far superior to any other published.

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Shaw's National Question Book.

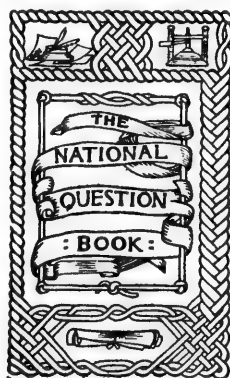
"The National Question Book." A graded course of study for those preparing to teach. By EDWARD R. SHAW, Principal of the High School, Yonkers, N. Y.; author of "School Devices," etc. Bound in durable English buckram cloth, with beautiful side-stamp. 12mo, 350 pp. Price, \$1.50; net to teachers, postpaid.

This work contains 6,000 Questions and Answers on 22 Different Branches of Study.

ITS DISTINGUISHING FEATURES.

1. It aims to make the teacher a BETTER TEACHER.
"How to Make Teaching a Profession" has challenged the attention of the wisest teacher. It is plain that to accomplish this the teacher must pass from the stage of a knowledge of the rudiments, to the stage of somewhat extensive acquirement. There are steps in this movement; if a teacher will take the first and see what the next is, he will probably go on to the next, and so on. One of the reasons why there has been no movement forward by those who have made this first step, is that there was nothing marked out as a second step.
2. This book will show the teacher how to go forward.

In the preface the course of study usually pursued in our best normal schools is given. This proposes four grades; third, second, first, and professional. Then, questions are given appropriate for each of these grades. Answers follow each section. A teacher will use the book somewhat as follows:— If he is in the third grade he will put the questions found in this book concerning numbers, geography, history, grammar, orthography, and theory and practice of teaching to himself and get out the answer. Having done this he will go on to the other grades in a similar manner. In this way he will know as to his fitness to pass an examination for



these grades. The selection of questions is a good one.
3. It proposes questions concerning teaching itself.

The need of studying the Art of Teaching is becoming more and more apparent. There are questions that will prove very suggestive and valuable on the Theory and Practice of Education.

4. It is a general review of the common school and higher studies.

Each department of questions is followed by department of answers on same subject, each question being numbered, and answer having corresponding number.

Arithmetic, 3d grade.	English Literature, 1st grade.
Geography, 2d and 3d grade.	Natural Philosophy, "
U. S. History, 2d and 3d grade.	Algebra, professional grade.
Grammar, 1st, 2d, and 3d grade.	General History, profess. grade.
Orthography and Orthoeopy, 3d grade.	Geometry, " "
Theory and Practice of Teaching, 1st, 2d, and 3d grade.	Latin, " "
Rhetoric and Composition, 2d grade.	Zoology, " "
Physiology, 1st and 2d grade.	Astronomy, " "
Bookkeeping, 1st and 2d grade.	Botany, " "
Civil Government, 1st and 2d grade.	Physics, " "
Physical Geography, 1st grade.	Chemistry, " "
	Geology, " "

5. It is carefully graded into grades corresponding to those into which teachers are usually classed.

It is important for a teacher to know what are appropriate questions to ask a third grade teacher, for example. Examiners of teachers, too, need to know what are appropriate questions. In fact, to put the examination of the teacher into a proper system is most important.

6. Again, this book broadens the field, and will advance education. The second grade teacher, for example, is examined in rhetoric and composition, physiology, book-keeping, and civil government, subjects usually omitted. The teacher who follows this book faithfully will become as near as possible a *normal school graduate*. It is really a contribution to pedagogic progress. It points out to the teacher a *road to professional fitness*.

7. It is a useful reference work for every teacher and private library.

Every teacher needs a book to turn to for questions, for example, a history class. Time is precious; he gives a pupil the book saying, "Write five of those questions on the blackboard; the class may bring in answers to-morrow." A book.

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made on the broad principles this is, has numerous uses.
8. Examiners of teachers will find it especially valuable.
It represents the standard required in New York and the East
generally for third, second, first, and state diploma grades.
It will tend to make a uniform standard throughout the
United States.

WHAT IS SAID OF IT.

A Great Help.—"It seems to be well adapted to the purposes for which it is prepared. It will undoubtedly be a great help to many teachers who are preparing to pass an examination."—E. A. GASTMAN, Supt. Schools, Decatur, Ill.

Very Suggestive.—"I consider it very suggestive. As a book for class-room use it can serve a very important object by this suggestive-ness, which is the peculiar quality of the book. Many of the questions suggest others to the teacher, and thus open her mind to new aspects of the book she is teaching. Such questions aid pupils in looking up matter which they have previously acquired, and yet supply the charm of novelty."—B. C. GREGORY, Secretary of N. J. Reading Circle.

Helpful to Young Teachers.—"It will prove a helpful book to young teachers who wish to review the studies which it treats."—T. M. BALLET, Supt. Schools, Springfield, Mass.

Well Fitted for its Purpose.—"I find it well fitted for its purpose in testing the acquaintance of students with the principles that govern the several departments of science and their application to special cases. I can see how a teacher can make good use of this book in his classes."—D. L. KIEHLE, Supt. of Public Instruction, St. Paul, Minn.

Without a Peer.—"It is without a peer."—J. M. GREENWOOD, Supt. Schools, Kansas City, Mo.

Best for its Price.—"It is the best book for its price that I ever purchased."—MISS EVA QUIGLEY, teacher at La Porte, Cal.

Best of the Kind.—"It is decidedly the best book of the kind I ever examined."—D. G. WILLIAMS, Ex-Co. Supt. York County, Pa.

Will Furnish Valuable Ideas.—"It presents a larger variety than usual of solid questions. Will repay very largely all efforts put forth by examiners and examined, and lead to better work in the several branches. The questions have been carefully studied. They are the result of thoughtful experience, and will furnish valuable ideas."—CHAS. JACOBUS, Supt. Schools, New Brunswick, N. J.

J. H. Hoese, Prin. of the Cortland (N. Y.) Normal School, says:—"It will be helpful to those persons who cannot enjoy an attendance upon courses of study in some good school."

Hon. B. G. Northrup, of Connecticut, says:—"It is at once concise and comprehensive, *et lucet atque instructive*. These questions seem to show the young teacher what he *does not know* and ought to know, and facilitates the acquisition of the desired knowledge."

School Education (Minn.) says:—"Many a young teacher of good mind, whose opportunities have been meagre, and who does not yet know how to study effectively in a scientific spirit, may be stimulated to look up points, and to genuine progress in self-improvement by such a book as this. The questions are systematically arranged, worded with judgment, and are accompanied by numerous analyses of various subjects."

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The Journal of Education, (Boston) says:—"Its aim is to improve teachers to know and do better work through improvement. It is a good book to have on any teacher's desk—one that can be used quickly to help a teacher over any tight place. In an examination of several hundred questions we are impressed with the correctness, clearness, and conciseness of the author."

The Indiana School Journal, says:—"This is one of the best books of its class we have seen. It is carefully graded, and if properly used will be a valuable aid for teachers. Question Books, when used as an aid in reviews, in adding supplementary and test questions, are helpful and to be commended."

Common School Education, says:—"Those who wish to advance in knowledge and ability will do well to possess the 'National Question Book.'"

The Western School Journal, says:—"The 'National Question Book' presents questions of common sense character, and answers them in such clear and concise terms as should distinguish the examination papers of our teachers and pupils. It is far ahead of anything of the kind we have yet seen."

The Educational News, (Phila.) says:—"The 'National Question Book' will prove a valuable help to teachers in preparing their questions for either examination or review. The questions are judiciously selected and searching in their character. The book is prepared by a progressive, practical teacher, and ought to meet with much favor."

The National Educator (Pa.) says:—"Every teacher in the United States should have a copy of the book."

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Payne's Lectures on the Science and

ART OF EDUCATION. *Reading Circle Edition.* By JOSEPH PAYNE, the first Professor of the Science and Art of Education in the College of Preceptors, London, England. With portrait. 16mo, 350 pp., English cloth, with gold back stamp. Price, \$1.00; to teachers, 80 cents; by mail, 7 cents extra. *Elegant new edition from new plates.*



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Teachers who are seeking to know the principles of education will find them clearly set forth in this volume. It must be remembered that principles are the basis upon which all methods of teaching must be founded. So valuable is this book that if a teacher were to decide to own but three works on education, this would be one of them. This edition contains all of Mr. Payne's writings that are in any other American abridged edition, and *is the only one with his portrait.* It is far superior to any other edition published.

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Supt. J. M. Greenwood, Kansas City.—"I regard Payne as the Horace Mann of England. I wish 200,000 copies could be put into the hands of teachers."

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W. W. Speer, Cook Co. Normal School, Ill.—"I was instrumental in distributing several hundred of these lectures while Supt. of Marshall, County, Iowa."

A. J. Rickoff, Late Supt. of Yonkers Schools.—"These lectures squarely advocate the best and most advanced doctrines of education. You have placed the teachers under obligation by publishing them."

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Tennessee Journal of Education.—"This firm is doing a grand thing in publishing this book."

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Shaw and Donnell's School Devices.

"School Devices," A book of ways and suggestions for teachers. By EDWARD R. SHAW and WEBB DONNELL, of the High School at Yonkers, N. Y. Illustrated. Dark-blue cloth binding, gold, 16mo, 224 pp. Price, \$1.25; to teachers, \$1.00; by mail, 9 cents extra.

A BOOK OF "WAYS" FOR TEACHERS.

Teaching is an art; there are "ways to do it." This book is made to point out "ways," and to help by suggestions.

1. It gives "ways" for teaching Language, Grammar, Reading, Spelling, Geography, etc. These are in many cases novel; they are designed to help attract the attention of the pupil.

2. The "ways" given are not the questionable "ways" so often seen practiced in school-rooms, but are in accord with the spirit of modern educational ideas.

3. This book will afford practical assistance to teachers who wish to keep their work from degenerating into mere routine. It gives them, in convenient form for constant use at the desk, a multitude of new ways in which to present old truths. The great enemy of the teacher is want of interest. Their methods do not attract attention. There is no teaching unless there is *attention*. The teacher is too apt to think there is but one "way" of teaching spelling; he thus falls into a rut. Now there are many "ways" of teaching spelling, and some "ways" are better than others. Variety must exist in the school-room; the authors of this volume deserve the thanks of the teachers for pointing out methods of obtaining variety without sacrificing the great end sought—scholarship. New "ways" induce greater effort, and renewal of activity.

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"Ways" of teaching Language—Geography—Spelling—Reading—Arithmetic—History—Physiology—Drawing—Penmanship—Personal Suggestions—School-Room Suggestions—Outside the School-Room—Seat Work. The first chapter on *Language* contains: A Way to Prepare Pictures for Young Pupils—supplying the Proper Word—A Language Lesson—Weekly Plan of Language Work for Lower Grammar Grades—Writing Ordinals—Correcting Bad English—For Beginners in Composition—Word Developing—An Easy Exercise in Composition—Composition from Pictures—Plan for Oral Composition—Debating Exercises—Language Drill in every Lesson—Letter Writing—Matter for Letters—Forms for Business Letters—Papers Written from Recitation Notes—Equivalent Forms of Expression—Devices for Use of Capitals—Excerpts to Write Out from Memory—Regular Plan in Composition Writing—To Exercise the Imagination—Suggestions about Local Subjects for Composition—A Letter Written upon the Blackboard by all the Class—Choice of Words—Order of Criticism—A Plan for Rapid Correction of position—Character Sketches—Illustrative Syntax—A Talk on Language—A Grammar Lesson, Device for Building up the Conjugation of the Verb—The Infinitive Mood—Shall and Will—Matter for a Talk on Words—Surnames.

At the end of the volume is inserted a careful selection of Bible Readings for every school day of the year, with the pronunciation of difficult words—a provision that will be appreciated by those who are obliged to hunt each morning for a proper selection for school devotions.

Mr. E. R. Shaw, of the Yonkers High School, is well known, and Mr. Webb Donnell, of the East Machias (Me.) Academy, is a teacher of fine promise; they have put together a great variety of suggestions that cannot fail to be of real service.

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School Moderator.—"Contains a large amount of valuable reading. School government is admirably presented."

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Parker's Talks on Teaching.

Notes of "Talks on Teaching" given by COL. FRANCIS W. PARKER (formerly Superintendent of schools of Quincy, Mass.), before the Martha's Vineyard Institute, Summer of 1882. Reported by LELIA E. PATRIDGE. Square 16mo, 5x6 1-2 inches, 192 pp., laid paper, English cloth. Price, \$1.25; to teachers, \$1.00; by mail, 9 cents extra.

The methods of teaching employed in the schools of Quincy, Mass., were seen to be the methods of nature. As they were copied and explained, they awoke a great desire on the part of those who could not visit the schools to know the underlying principles. In other words, Colonel Parker was asked to explain *why* he had his teachers teach thus. In the summer of 1882, in response to requests, Colonel Parker gave a course of lectures before the Martha's Vineyard Institute, and these were reported by Miss Patridge, and published in this book.

The book became famous: more copies were sold of it in the same time than of any other educational book whatever. The daily papers, which usually pass by such books with a mere mention, devoted columns to reviews of it.

The following points will show why the teacher will want this book.

1. It explains the "New Methods." There is a wide gulf between the new and the old education. Even school boards understand this.

2. It gives the underlying principles of education. For it

must be remembered that Col. Parker is not expounding *his* methods, but the methods of nature.

3. It gives the ideas of a man who is evidently an "educational genius," a man born to understand and expound education. We have few such; they are worth everything to the human race.

4. It gives a biography of Col. Parker. This will help the teacher of education to comprehend the man and his motives.

5. It has been adopted by nearly every State Reading Circle.



The Indiana State Reading Circle alone have ordered 1500 copies. Besides this, many County Reading Circles have adopted it.

6. The new methods placed "the Quincy schools from twelve to twenty-five per cent. above the average of the towns in the same county." (This county is Norfolk—the one that Boston is in.) This is the statement of George A. Walton, of the Massachusetts Board of Education.

7. The Quincy methods (according to Mr. George A. Walton) are adopted wherever they are known, and where the teachers have the skill and permission to employ them.

8. This book has created more interest in Europe than any other American book on education.

Normal Teacher. (Ind.)—"Probably no volume will attract the attention of the teachers of this country so much as this."

Journal of Education (Va.)—"No teacher can read it without receiving fresh ideas."

The New England Journal of Education (July 12, '83), published a page criticism by Prof. Payne. When this met the eye of Rev. A. D. Moyes, one of the editors, he wrote two pages of fervid approval and that influential paper became the friend of the New Education. "We recommend the book to every teacher."

New York Teachers' Companion.—"The Colonel is a warrior; his battle cry is freedom of the teachers from ruts, rust, routine, and servile imitation."

Philadelphia Teacher.—"His greatness consists in his courageous application of the truth."

Chicago Advance.—"They (the 'talks') will be very helpful to teachers."

Chicago Evening Journal.—"They constitute the best, most comprehensive, and authoritative presentation of the Quincy schools."

Chicago Daily News.—"Valuable materials for thought and study."

Burlington Hawkeye.—"We are pleased with the common sense and reasonableness of any principle laid down and methods recommended."

Boston Commonwealth.—"Are of interest to all teachers."

Troy Times.—"They are hints on which the intelligence of the teacher is left free to act."

New York Tribune.—"Suggestive to instructors. The clear directions for following the methods so brilliantly inaugurated at Quincy will be of interest to all students of pedagogy."

Philadelphia Ledger.—"Francis W. Parker holds what in some regards, is even a higher place than that of the Chief Executive, the greatest teacher and organizer of the common schools that this country now possesses." (From a long review.)

Philadelphia Record.—"His talk is informal by knowledge; and his knowledge is backed by experience."

The Moderator. (Michigan.)—"In spite of all that has been published they constitute the best presentation of the Quincy method."

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Evening Post. (N. Y.).—"He has done more than any one in this country hitherto, to make it impossible for the teachers of the future to succeed without studying carefully and well the minds and hearts of the children." (From a long review.)

Detroit Free Press.—"What the system (Quincy) is would take more space to tell than we have to spare, but the educator will find it outlined here."

National Tribune (Washington, D.C.).—"We cannot too highly recommend the lucidity with which he sets forth the principles of the New Education."

Indianapolis School Journal.—"There is much that is good put in a new way."

Pres. Thos. Hunter, N. Y. City Normal College, says:—"I consider it an invaluable addition to the literary pedagogy; he has given expression to the best thoughts of the best educators of all times and all countries, and stamped these with the impress of his own originality."

Pres. David H. Cochran, Polytechnic Institute, Brooklyn, says:—"I find them full of most valuable suggestions."

Prof. John Kennedy, N. Y. State Conductor of Institutes, says:—"I find the work as I anticipated, running over with sound philosophy and stimulating suggestions."

Prof. F. P. Lantry, N. Y. State Conductor of Institutes, says:—"Full of sensible and practical suggestions."

City Supt. E. V. DeGraff, Paterson, N. J., May, '83, says:—"He has done more than any other man to exemplify and explain elementary teaching."

Asst. Supt. Thos. F. Harrison, N. Y. City, says:—"Its plain and forcible statement of sound principles and common sense methods must greatly assist to the adoption of much-needed reforms in elementary education."

Asst. Supt. N. A. Calkins, N. Y. City, says:—"He invites to a careful study of the child as the means of learning how to teach."

Pres. Jerome Allen, Minn. State Normal School, May, '83, says:—"Col. Parker's 'Talks on Teaching' should be in the hands of every teacher; its publication marks a most important era."

Pres. E. A. Sheldon, Oswego State Normal School, says:—"They can but be very suggestive and helpful."

City Supt. Edwin P. Seaver, Boston, Mass., says:—"The book is very interesting, and full of its author's well-known enthusiasm."

City Supt. Henry A. Wise, Baltimore, says:—"It is full of valuable suggestions; I strongly recommend it."

City Supt. John B. Peaslee, Cincinnati, says:—"The work is full of suggestive ideas."

City Supt. George Howland, Chicago, says:—"Parker is doing a good work."

State Supt. D. L. Keihle, St. Paul, says:—"I shall do all I can to make our teachers acquainted with it."

State Supt. T. H. Paine, Nashville, says:—"I commend it to all teachers who wish to advance in the art of teaching."

Principal J. W. Barker, Buffalo, says:—"A leading characteristic is its naturalness."

Pres. B. F. Shaub, Millersville, Pa., Normal School, says:—"I am confident his book will help any one who reads it."

Patridge's "Quincy Methods."

The "Quincy Methods," illustrated; Pen photographs from the Quincy schools. By LELIA E. PATRIDGE. Illustrated with a number of engravings, and two colored plates. Blue cloth, gilt, 12mo, 686 pp. Price, \$1.75; to teachers, \$1.40; by mail, 18 cents extra.

When the schools of Quincy, Mass., became so famous under the superintendence of Col. Francis W. Parker, thousands of teachers visited them. Quincy became a sort of "educational Mecca," to the disgust of the routinists, whose schools were passed by. Those who went to study the methods pursued there were called on to tell what they had seen. Miss Patridge was one of those who visited the schools of Quincy; in the Pennsylvania Institutes (many of which she conducted), she found the teachers were never tired of being told how things were done in Quincy. She revisited the schools several times, and wrote down what she saw; then the book was made.

1. This book presents the actual practice in the schools of Quincy. It is composed of "pen photographs."
2. It gives abundant reasons for the great stir produced by the two words "Quincy Methods." There are reasons for the discussion that has been going on among the teachers of late years.
3. It gives an insight to principles underlying real education as distinguished from book learning.
4. It shows the teacher not only what to do, but gives the way in which to do it.
5. It impresses one with the *spirit* of the Quincy schools.
6. It shows the teacher how to create an *atmosphere* of happiness, of busy work, and of progress.
7. It shows the teacher how not to waste her time in worrying over disorder.
8. It tells how to treat pupils with courtesy, and get courtesy back again.
9. It presents four years of work, considering Number, Color, Direction, Dimension, Botany, Minerals, Form, Language, Writing, Pictures, Modelling, Drawing, Singing, Geography, Zoology, etc., etc.
10. There are 686 pages; a large book devoted to the realities of school life, in realistic descriptive language. It is plain, real, not abstruse and uninteresting.
11. It gives an insight into real education, the education urged by Pestalozzi, Froebel, Mann, Page, Parker, etc.

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12. It exemplifies the teachings of C. F. W. Parker in the "Talks on Teaching." It must be remembered that the "Talks" were from the notes taken by Miss Patridge, the author of this book. To understand what the teaching is that Col. Parker would have in the schools, one must read this book, or attend his school at Normal Park, Ill.

Pa. School Journal:—"The book will be of historical significance."
N. Y. School Bulletin:—"Should be one of the first dozen books in the teacher's library."
Boston Journal of Education:—"Affords a clear insight into the methods and work at Quincy."
Iowa Teacher:—"The best of it is that the underlying principles are explained."
Chicago Practical Teacher:—"Miss Patridge has done her work thoroughly and well."
N. C. Teacher:—"The story of the Quincy method is well told."
La. School Journal:—"The work ought to be in every public school library."
Chicago Intelligence:—"It is really a manual for the primary teacher."
Teachers' Quarterly:—"Beautifully told in this volume."
Cincinnati School Journal:—"The book explains the underlying principles."
S. W. Journal of Education:—"Miss Patridge has done the work excellently well."
Indiana School Bulletin:—"Full of good suggestions."
Pa. Teacher:—"No teacher can read it without receiving ideas and helpful suggestions."
Pa. School Journal:—"This book has a mission."
Nat. (Pa.) Educator:—"Every progressive teacher will get more benefit from it than from any other published."
Our County and Village Schools:—"Reading this volume will produce a revolution."
Ed. Courant:—"Has the power, fervor, and style of Parker."
Wis. Journal of Education:—"By far the most complete manual of the 'New Education.'"
Ill. School Journal:—"It is without question the fullest, richest, and most suggestive volume for grade teachers, and also for superintendents, that it has been our portion to examine."
W. Va. School Normal Exponent:—"Every teacher should read it."
W. Va. School Journal:—"It is a fountain from which new and refreshing draughts may be drawn."
Philadelphia Teacher:—"Abounds with hints; will prove a precious guide."
Chicago Advance:—"In the presence of such a book we pause with reverence."
School Education:—"Is a very desirable book."
Phrenological Journal:—"It is the application of principles."
Christian Advocate:—"Well worth the perusal of teachers."
Texas School Journal:—"No primary teacher can afford to do without this work."
Springfield Republican:—"The earnest teacher will find it helpful."
Quebec Ed. Record:—"Pleased that it is on the list of books for teachers."
The Critic:—"Gives a helpful insight into the theory of Education."
Interior:—"Well worthy of study."
Inter-ocean:—"One of the books that should be found in every teacher's desk."
Detroit Free Press:—"Will take a high place in educational literature."
S. S. Times:—"First and best for the Sunday school teacher is Quincy Methods."

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Tate's Philosophy of Education.

The Philosophy of Education. By T. TATE. Revised and Annotated by E. E. SHEIB, Ph.D., Principal of the Louisiana State Normal School. Unique cloth binding, laid paper, 331 pp. Price, \$1.50; to teachers, \$1.20; by mail, 7 cents extra.

There are few books that deal with the Science of Education. This volume is the work of a man who said there were great principles at the bottom of the work of the despised schoolmaster. It has set many a teacher to thinking, and in its new form will set many more.

Our edition will be found far superior to any other in every respect. The annotations of Mr. Sheib are invaluable. The more important part of the book are emphasized by leading the type. The type is clear, the size convenient, and printing, paper, and binding are most excellent.

Mr. Philbrick so long superintendent of the Boston schools hold this work in high esteem.

Col. F. W. Parker strongly recommends it.

Jos. MacAllister, Supt. Public Schools, Philadelphia, says:—"It is one of the first books which a teacher deserves of understanding the scientific principles on which his work rests should study."

S. A. Ellis, Supt. of Schools, Rochester N. Y. says:—"As a pointed and judicious statement of principles it has no superior."

Thos. M. Balliet, Supt. of Schools, Reading, Pa., says:—"The work is a Philosophy of Education."

J. L. Greenwood, Supt. Schools, Kansas City, says:—"I wish every teacher in our country owned a copy and would read it carefully and thoughtfully."

Prest. E. A. Sheldon, Oswego Normal Schools, says:—"For more than 20 years it has been our text-book in this subject and I know of no other book so good for the purpose."

Bridgeport Standard.—"A new generation of thinkers will welcome it; it has long held the first place in the field of labor which it illustrates."

S. W. Journal of Education.—"It deals with fundamental principles and shows how the best educational practice comes from them."

The Interior.—"The book has long been held in high esteem by thoughtful teachers."

Popular Educator.—"Has long held a high place among educational works."

Illinois School Journal.—"It abounds in good things."

Philadelphia Record.—"Has been ranked among educational classics for more than a quarter of a century."

Educational News.—"Tate was the first to give us the maxims from the 'known to the unknown' etc."

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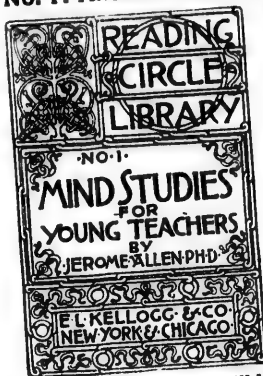
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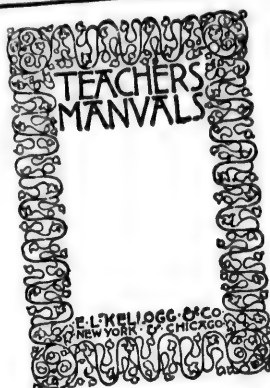
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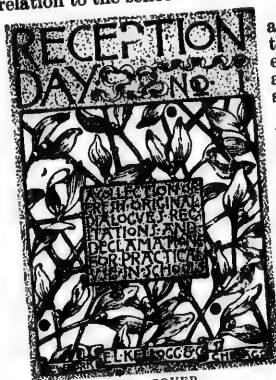
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